**Text

Description automatically generated with low confidence ECL2200 Professional Experience Final Report**

**This document is for reference use only.** You will receive the online final report 3 days prior to the end of placement, this report is to be completed at the end of the supervised placement.

The purpose of this report is to measure the standard that has been achieved by the preservice teacher in relation to the APSTs graduate level relevant for the learning for the year and professional experience course that this Professional Experience placement relates.

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| **USQ programs and courses** | **Number of days** | **Year Level/ Course** |
| **Bachelor of Early Childhood**  **Bachelor of Education Early Childhood** | **15** | **Year 3  ECL2200** |

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| **ASSESSMENT SCORES** | **EVIDENCE FOR THE APST DESCRIPTORS** |
| **D** | Developing skills and knowledge |
| **A** | Achieving skills and knowledge |
| **E** | Exceeding skills and knowledge |
| Please use the expectations of skills and knowledge as a criterion to inform decision making | |

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| **Planning effectively - preparation for teaching** | **APST** | **D** | **A** | **E** |
| Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. | APST 1.1 |  |  |  |
| Demonstrate knowledge and understanding of research into how students learn and the implications for teaching. | APST 1.2 |  |  |  |
| Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. | APST 1.3 |  |  |  |
| Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities. | APST 1.5 |  |  |  |
| Organise content into an effective learning and teaching sequence. | APST 2.2 |  |  |  |
| Know and understand literacy and numeracy teaching strategies and their application in teaching areas. | APST 2.5 |  |  |  |
| Set learning goals that provide achievable challenges for students of varying abilities and characteristics. | APST 3.1 |  |  |  |
| Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. | APST 3.2 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Teaching effectively - enactment of teaching** | **APST** | **D** | **A** | **E** |
| Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds. | APST 1.4 |  |  |  |
| Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. | APST 2.1 |  |  |  |
| Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. | APST 2.6 |  |  |  |
| Include a range of teaching strategies. | APST 3.3 |  |  |  |
| Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. | APST 3.4 |  |  |  |
| Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. | APST 3.5 |  |  |  |
| Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. | APST 3.6 |  |  |  |
| Seek and apply constructive feedback from supervisors and teachers to improve teaching practices. | APST 6.3 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Managing effectively – create safe and supportive learning environments** | **APST** | **D** | **A** | **E** |
| Identify strategies to support inclusive student participation and engagement in classroom activities. | APST 4.1 |  |  |  |
| Demonstrate the capacity to organise classroom activities and provide clear directions. | [APST 4.2](http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list) |  |  |  |
| Demonstrate knowledge of practical approaches to manage challenging behaviour. | APST 4.3 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Assessing and recording learning** | **APST** | **D** | **A** | **E** |
| Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. | APST 5.1 |  |  |  |
| Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. | APST 5.4 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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| **Professional Conduct** | **APST** | **D** | **A** | **E** |
| Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements. | APST 4.4 |  |  |  |
| Understand and apply the key principles described in codes of ethics and conduct for the teaching profession. | APST 7.1 |  |  |  |
| Understand strategies for working effectively, sensitively and confidentially with parents/carers. | APST 7.3 |  |  |  |

Please provide comments about knowledge, practice and engagement of pre-service teacher in relation to this section.

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**Overall Comment**

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